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ABSTRACT

This reading text is intended to help teacher education students become successful teachers of reading in the classroom, and is designed to help them to become diagnostic teachers. The text states that diagnostic teaching is a methodology that requires that the teacher ascertain the level of functional skills and abilities of each child in the classroom and provide for every child's learning needs, whether the child is linguistically different, culturally different, gifted, retarded, emotionally disturbed, or neurologically impaired. The book is organized into six parts: (1) "The Overview"; (2) "A Good Beginning"; (3) "Facilitating Instruction in the Classroom"; (4) "The Skills of Reading"; (5) "Provision for All the Children"; and (6) "Evaluation in the Reading Program." The text concludes with a reaffirmation of the importance of reading in the elementary school curriculum. Additional guides are offered to show how each teacher can increase the functional reading ability each child brings to the classroom. Appendices provide information on books in which American Indians are principal characters and offer the "Informal Reading Inventory." (MS)

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